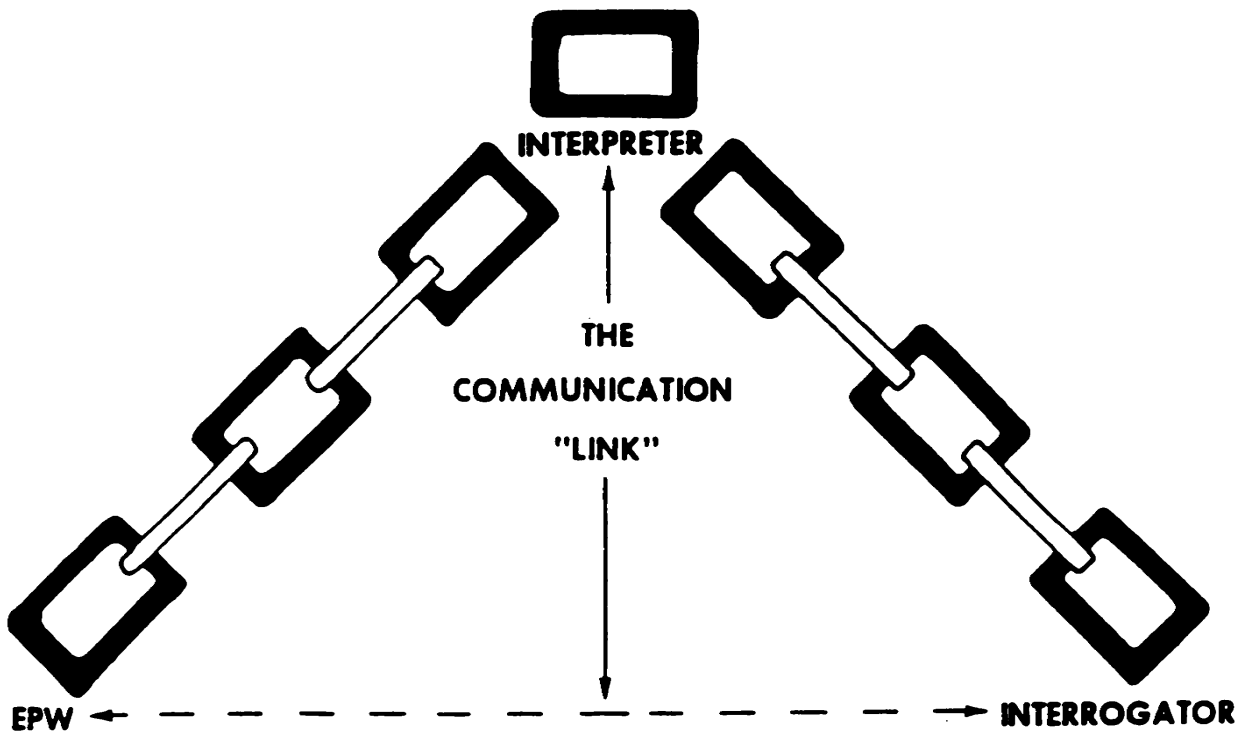

US ARMY INTELLIGENCE CENTER
USE OF INTERPRETERS



THE ARMY INSTITUTE FOR PROFESSIONAL DEVELOPMENT
ARMY CORRESPONDENCE COURSE PROGRAM

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USE OF INTERPRETERS

Subcourse Number IT 0598

EDITION C

U.S. Army Intelligence Center
Fort Huachuca, Arizona 85613-6000

3 Credit Hours

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SUBCOURSE OVERVIEW

This subcourse teaches the necessary skills to properly select, brief, and evaluate an interpreter when used during an interrogation.

Suggested supplemental reading: USAIC subcourses IT 0597, IT 0599 and IT 0602.

This subcourse reflects current doctrine at time of preparation. In your own work situation, always refer to the latest publications.

The words "he," "him," "his," and "men," when used in this publication, represent the masculine and feminine genders, unless otherwise stated.

TERMINAL LEARNING OBJECTIVE

- TASKS:** To correctly brief the interpreter on the enemy prisoner of war (EPW) background and interrogation objective(s). To identify possible problem areas when working with an interpreter. To select the appropriate interpretation method.
- CONDITIONS:** Performed in a tactical environment. Given an EPW, interpreter, interrogation area and plan, area map(s) where EPW was captured, documents captured with the EPW, captive tag, paper, pen or pencil.
- STANDARDS:** Conduct interrogation according to plan, communicating through, and controlling interpreter actions.

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LESSON 1

CONDUCT AN INTERROGATION USING AN INTERPRETER

CRITICAL TASK: 301-337-1451

OVERVIEW

TASK DESCRIPTION:

This lesson will enable you to conduct a tactical interrogation according to plan while maintaining a businesslike relationship with the interpreter.

LEARNING OBJECTIVE:

- ACTIONS:** To properly select, brief, and make maximum use of the interpreter's linguistic skills.
- CONDITIONS:** Performed in a tactical environment. Given an enemy prisoner of war (EPW), interpreter, interrogation area and plan, area map(s) where EPW was captured, documents captured with the EPW, captive tag, paper, pen or pencil.
- STANDARDS:** Conduct interrogation according to plan, communicating through, and controlling interpreter actions.
- REFERENCE:** The material contained in this lesson was derived from the following publication:
FM 34-52

INTRODUCTION

The majority of U.S. military operations have been conducted on foreign soil. The day could come when the interrogator will have to use an interpreter. Article 17, Geneva Convention 1949, requires questioning of a specific EPW be done in a language which the EPW understands. There is no forbidding shroud surrounding proper interpreter use. The interpreter is an extension of the interrogator, and becomes the necessary span in bridging the language barrier.

Unfortunately, there is no established interpreter school. It is incumbent upon the interrogator to properly select and brief the interpreter and, as any good tool, make maximum use of the interpreters linguistic skills. The interpreter must also be evaluated as to his effectiveness and usefulness. This lesson will cover these critical areas-

- * Security clearance status.
- * Potential problem areas, and remedies to alleviate these problems.
- * Potential usable talents, and means to maximize those talents.

SECURITY ACCESS AUTHORIZATION

This area is fairly simple to evaluate. Whenever possible, U.S. military or civilian personnel should be used as interpreters. When not possible, local nationals must be used. A local national will normally be granted limited access authorization (LAA) under provisions of AR 380-67. The G2/S2 is responsible for controlling procedures to process and grant interpreter LAA. The G1/S1 maintains a list of soldiers and dependents identified for interpreter duty.

This should not be construed as a security clearance, just LAA to classified material in duty performance.

Any interpreter, regardless of nationality, must have a LAA of a level at least as high as the information being obtained. If using SECRET material, or will be obtaining SECRET information, the interpreter must have a LAA to at least SECRET. The interpreter may have a higher, but never lower access authorization.

POTENTIAL PROBLEM AREAS

The interrogator must consider potential problem areas that could impede the interrogation's successful completion. Alternatives to these potential problems must be developed. Some potential problems include-

- * The interpreter's fluency in oral and written methods of expression in the mutual and target languages.
- * Technical, military, or dialectical vocabulary proficiency.
- * The interrogator's ability to work with the interpreter, and the interpreter with the interrogator.
- * Limitations stemming from target country sociocultural differences.
- * Interpreter's knowledge of the target area to be discussed.

An interpreter's lack of English language understanding creates a major problem. The interrogator must accurately determine the interpreter's competence in the English language. During the interrogation, the interpreter becomes the interrogators "right hand." The interpreter must render accurate and concise translations of what the EPW or interrogator is trying to convey. Factors to consider when evaluating an interpreter's language proficiency are--

- * Can the interpreter understand your spoken English and vice versa? This includes pronunciation, intonation, emphasis, and the complexity of your speech. If the interpreter cannot understand what you are saying, he cannot readily interpret.
- * Does the interpreter have proficiency in the technical, military, and dialectical vocabulary to be used during the interrogation? If the interpreter does not know what those words mean in English or the target language, the interrogation will fail. How well does the interpreter know current target language idiomatic or slang expressions?

- * Does the interpreter possess sufficient knowledge of the target area geography, such as rivers, prominent terrain features, and so on. Also included are recent events that could affect the mood of the populace living in the target country.
- * How well can the interpreter duplicate your personality? The interpreter must accurately convey your behavior and mood. The interpreter must have the ability to mirror your image, to include physical movement and voice modulation. This serves to impress upon the EPW the interpreter is your clone.
- * The interpreter's social and educational status is important. Some countries have extreme social stratification and educational prejudice. If the interpreter is on a higher social or educational plane than the EPW, ensure the interpreter does not engage the EPW in an argument, political debate, personal opinions or questions, or berate the EPW. In this instance, the interpreter is the subordinate. The interrogator asks the questions, receives, and evaluates the EPW's answers. Perhaps there will be ethnic, religious, or sexual prejudices that could also hinder the interrogation effort.

EVALUATE STRENGTHS

How can the interpreter's special abilities benefit the interrogation effort? Look for any psychological or intellectual expertise the interpreter may possess, and use that expertise to augment your efforts. Some examples are--

- * Graphics. Can the interpreter draw objects being described by the EPW or you? This can save time, and eliminate confusion or misunderstanding.
- * Ability to explain difficult terms. Some individuals have more skill in explaining ideas or concepts. This ability to explain, in terms that are readily understandable, can save time and aggravation.
- * Resistance to anger or boredom. The interpreter should be flexible and have a high degree of motivation. The interpreter who has a high anger flash point can be very useful when dealing with a difficult EPW. The interpreter can help when covering the same area twice as in a follow-up interrogation.
- * Intuitive. The interpreter's ability to sense if the EPW is lying, becoming bored or tired, and to pick up on an area which the interrogator was not aware of.
- * Good memory. The interpreter normally helps write the interrogation report. A good memory facilitates a more complete and accurate report. This could also help during the questioning phase if the interpreter remembers specific facts from previous interrogations or research.

In the areas that have been discussed, the potential problems and interpreter talents should be closely scrutinized. The interpreter's strengths and weaknesses should be assessed during periodic evaluations. These evaluations are done without the interpreter's knowledge, and under no set time schedule. If the interpreter does not realize he is being evaluated, he will always work to his best ability, giving the interrogator the best tool possible in bridging the language barrier.

RESOLVE PROBLEMS

During interpreter evaluation, uncover potential problems or shortcomings. These areas should be discussed with the interpreter. Many problems can be resolved by bringing them to the interpreter's attention. If discussion alone cannot solve the problem, specific training may become necessary to remedy the situation.

LESSON 1

Practice Exercise

The following items will test your grasp of the material covered in this lesson. There is only one correct answer to each item. When you have completed the exercise, check your answers with the answer key that follows. If you answer any item incorrectly, study again that part of the lesson which contains the portion involved.

1. In your own words, write the degree of access authorization an interpreter must have before he can be used in an interrogation.
2. What are the five potential problems to consider when selecting an interpreter?
3. Special talent an interpreter may possess should be minimized, as they would detract from the interrogator.
 - A. True.
 - B. False.

LESSON 1

Practice Exercise

Answer Key and Feedback

<u>Item</u>	<u>Correct Answer and Feedback</u>	
1.	Answer should say: An interpreter must have access authorization at <u>least</u> as high as the information being obtained or material being used.	(page 1-2)
2.	Fluency in oral and written expression methods, technical, military, or dialectical vocabulary proficiency. Interrogator's ability to work with the interpreter and vice versa, sociocultural limitations, and interpreter's geographic knowledge.	(page 1-2)
3.	B. False.	(page 1-3)

LESSON 2

SELECT INTERPRETATION METHOD

CRITICAL TASKS: 301-337-1351
301-337-1451

OVERVIEW

TASK DESCRIPTION

This lesson will enable you to select the appropriate interpretation method.

LEARNING OBJECTIVE

- ACTIONS:** To choose the most advantageous interpretation method to take advantage of interpreter linguistic ability.
- CONDITIONS:** Performed in a tactical environment. Given an EPW, interpreter, interrogation area and plan, area map(s) where EPW was captured, documents captured with the EPW, captive tag, paper, pen or pencil.
- STANDARDS:** Conduct interrogation according to plan, communicating through, and controlling interpreter actions.
- REFERENCE:** The material contained in this lesson was derived from the following publication: FM 34-52.

INTRODUCTION

There are two interpretation methods - simultaneous and alternate. Each method has its own advantages and disadvantages. The choice of which method to use has a direct bearing on the interpreter's command of the target language and personal characteristics. When making this selection, keep in mind--

- * The interpreter's abilities.
- * Interrogation objectives.
- * Simultaneous method peculiarities.
- * Alternate method peculiarities.
- * Target language grammar structure as opposed to English.

Deliberate consideration must be made when contemplating, and then finally selecting, which interpretation method will actually be employed. The ultimate goal is the interrogation's successful completion.

SIMULTANEOUS METHOD

Of the two interpretation methods, the simultaneous method is the more difficult to use. It requires a high degree of proficiency on the interpreters part. For example, as the interrogator speaks, the interpreter keeps only a phrase behind. It is for this reason the simultaneous method should not be chosen unless all of the following conditions are met--

- * Target language sentence structure must closely parallel English, for example, Spanish and English. If the structure is not English compatible, the simultaneous method would be very awkward. An example of this structural difference is English and Korean. A basic English sentence is structured subject-verb-object. The basic Korean sentence structure is subject-object-verb. Since a Korean sentence almost always ends with the verb, confusion and error are likely. This structural correlation can be determined by consulting with an interpreter, or another reliable person who is familiar with the grammatical structure of English and the target language.
- * Besides structural considerations, evaluate the interpreter's ability to conduct a simultaneous interpretation. Ascertain if the interpreter can correctly and rapidly interpret in both languages, and if the interpreter is thoroughly knowledgeable of military or technical vocabulary required for the interrogation. The interpreter must also know any slang, idiomatic, or dialectical peculiarities that may arise during the interrogation. The interpreter must possess a high degree of proficiency in English and the target language.
- * Neither the interrogator nor the interpreter should become confused during practice, or the actual interrogation. The interrogator may have some target language knowledge, and might tend to listen to the EPWs response and not hear what the interpreter is saying. This could cause important information to be missed and diminish concentration. Since there are no pauses, the interpreter is almost constantly talking. The interrogator and interpreter could lose their collective train of thought and become confused.
- * The interpreter must possess an extreme degree of fluency in both languages, as well as be able to totally concentrate on what is going on. Though the simultaneous interpretation method is quicker, careful consideration should be given to the criteria before attempting to use it.

ALTERNATE METHOD

This interpretation method is easier and more widely used. The degree of linguistic proficiency is not as critical as the simultaneous method. Whole sentences, paragraphs, or thoughts are spoken by the interrogator who then pauses to permit the interpreter to translate what has been said. This enables the interpreter to rephrase statements to allow for better understanding. This is especially important when working with a language that has a different sentence structure than English. It is also significant when dealing with complex thoughts not easily interpreted on a word-for-word basis. When the interrogation effort requires a great deal of precision, this rephrasing allows for a more exact translation.

Usually, it is more effective to use the alternate method when covering highly technical, detailed, or certain cultural subjects, diminishing the chances of confusion or misunderstanding.

The disadvantages of using the alternate method are: it is more time-consuming, the interpreters presence is felt, and the loss of eye-to-eye contact. This method also requires the interpreter to have a good memory, or the interrogator must use short phrases.

Select the alternate method whenever--

- * A high degree of precision is required.
- * Any of the criteria for the simultaneous method selection cannot be met.
- * There is sufficient time available.

LESSON 2

Practice Exercise

The following item will test your grasp of the material covered in this lesson. There is only one correct answer to each item. When you have completed the exercise, check your answers with the answer key that follows. If you answer any item incorrectly, study the lesson which contains the portion involved.

1. Name the two interpretation methods.
2. List the five areas to consider when selecting the interpretation method better suited for your requirements.
3. Of the two interpretation methods, which is more time-consuming and why is it?

LESSON 2

Practice Exercise

Answer Key and Feedback

<u>Item</u>	<u>Correct Answer and Feedback</u>	
1.	Alternate, simultaneous.	(page 2-1)
2.	Interpreter's ability, interrogation objective(s) alternate and simultaneous method peculiarities, and target language grammar structure compared to English.	(page 2-1)
3.	Alternate. Because of interrogator pauses to permit the interpreter to translate what was said.	(page 2-3)

LESSON 3

BRIEF THE INTERPRETER

CRITICAL TASK: 301-337-1450

OVERVIEW

TASK DESCRIPTION

This lesson will enable you to brief an interpreter on interrogation procedures.

LEARNING OBJECTIVE

- ACTIONS:** To ensure maximum results, an interpreter briefing is included as part of planning and preparation.
- CONDITIONS:** Performed in a tactical environment. Given an interpreter, interrogation plan, EPW captive tag information, documents, and previous screening and/or interrogation reports.
- STANDARDS:** Provide all interpreter information for full interrogation support.
- REFERENCE:** The material contained in this lesson was derived from the following publication: FM 34-52.

INTRODUCTION

To ensure maximum interpreter effectiveness, the interrogator must include, as part of planning and preparation, an interpreter briefing. The interpreter's function is to render accurate and concise translations for the interrogator and EPW. The wrong use of a particular word, phrase, or sentence could drastically change the whole connotation of what the EPW or interrogator is trying to convey.

AREAS TO BRIEF

The briefing could be the only means the interrogator may have to inform the interpreter of the interrogation plan and EPWs background. To ensure maximum interpreter results, this briefing should become a vital part of the interrogator's planning and preparation. At a minimum, the briefing should include the following areas--

- * EPW Background Information. Provide the interpreter all available information regarding the EPW, for example, social status, rank, schooling, area(s) of expertise, military knowledge and experience. Have the interpreter help during the planning and preparation phase. This will enable the interpreter to gain first-hand EPW information. The interpreter should be briefed on previous interrogation reports to preclude information already obtained being asked for again.

- * **Interrogation Objective.** Before the interrogations starts, tell the interpreter what the interrogation will cover. Will some adjustment or alteration be necessary? How much time will be allotted for the interrogation, and the depth/scope of the information to be obtained? How vital is the extracted information? Are there specific collection requirements that must be answered? It may be necessary for the interpreter to do some research as to specific vocabulary-- technical, military or slang-- that may be used thus ensuring correct interpretation. In addition, make the interpreter aware of the tactical situation so he can provide an insight on any peculiarities encountered in the EPWs statements. If the interpreter requires time for research, make every effort to grant that time.
- * **Which Interpretation Method Will be Used.** Tell the interpreter which interpretation method will be used so he can mentally prepare himself to render the best possible interpretation.
- * **Approaches To Be Used.** Let the interpreter know which approaches you plan to use, and how you plan to use each one. This is necessary to permit the interpreter to emotionally and physically prepare in order to render exact mannerism and gesture duplications.
- * **The Interpreter Alerts You to Any Peculiarities In the EPWs Use of Language or Statements.** The interpreter should be able to tell if the EPWs language usage or statements do not conform to the norm. You may be able to use these peculiarities to help assess the EPW's background, intelligence potential, or truthfulness.
- * **Interpret the CONTENT and INTENT of Your Statements and the EPWs Statements as Closely as Possible.** Make the interpreter aware the interpretation should be free of his ideas or personality. He only interprets, as closely as possible, what is said, not what the interpreter thinks is said. He should strive to duplicate, as closely as possible, the interrogator's attitude and intonations. The interpreter merely renders an interpretation as close to the content and intent as possible. He must avoid such statements as: "He wants to know..." or "He said to tell you..." Departure from the main subject area under discussion is kept to an absolute minimum.
- * **Interrogation Physical Arrangement.** The interpreter must know where to sit in relation to the interrogator and EPW. Inform the interpreter his presence is to be noticed as little as possible. The EPW should have as much eye-to-eye contact with the interrogator as possible. A suggested physical seating arrangement would be to have the interrogator and the EPW facing each other across the table with the interpreter behind the EPW to either side. This allows maximum eye-to-eye contact between the EPW, interrogator, and interpreter. This arrangement minimizes distractions as the EPW is looking directly at the interrogator.
- * **Aids available.** The interpreter must be cognizant of any aids that will be used during the interrogation. The interpreter must understand the aids function and place, and how it relates to the interrogation.

It is necessary the interpreter be fully informed in the above areas. Ensure any questions the interpreter has regarding the EPW or interrogation are answered.

INTERPRETER AS INTERROGATION AID

Ensure the interpreter fully understands his role is supportive, and under no circumstances is the interpreter to attempt to gain control, or assume a dominating position during the interrogation. Consider yourselves a team, with the interpreter understanding he is the subordinate member. After you have worked with the same interpreter for awhile, most of the briefing information will be unnecessary. Nevertheless, always ensure the interpreter is fully prepared to assist in the interrogation. This assistance will include participation in writing the interrogation report.

After the interrogation is complete, have the interpreter go over the interrogation notes with you. Get the interpreter to help clarify any areas of doubt. The interpreter should also be asked for any necessary help in explaining foreign terms, and to provide the correct transliteration of foreign names and locations.

Ask the interpreter to provide his impression concerning the EPWs mood, behavior, and truthfulness. The interpreter's impression would be based on a more thorough knowledge of the target language and culture, thus providing a different perspective, and perhaps further insight than your impression.

The interpreter should be told he will assist in completing any other parts of the interrogation report as required. The interpreter's assistance will help clarify any areas of doubt, and speed up preparation time.

LESSON 3

Practice Exercise

The following items will test your grasp of the material covered in this lesson. There is only one correct answer to each item. When you have completed the exercise, check your answers with the answer key that follows. If you answer any item incorrectly, study again that part of the lesson which contains the portion involved.

1. It is not necessary to inform the interpreter about the approaches to be used.
 - A. True.
 - B. False.
2. The interpreter should be instructed to interpret what he thinks is relevant to the interrogation.
 - A. True.
 - B. False.
3. The interpreter should be required to help during the preparation of the interrogation report.
 - A. True.
 - B. False.
4. State why it is important to fully brief the interpreter.

LESSON 3

Practice Exercise

Answer Key and Feedback

<u>Item</u>	<u>Correct Answer and Feedback</u>	
1.	B. False.	(page 3-2)
2.	B. False.	(page 3-2)
3.	A, True.	(page 3-3)
4.	Answer should say: If the interpreter is to be effective, he should have as much interrogation plan and EPW information as possible.	(page 3-1)